

America on the World Stage
Teacher Scholars Program

Title: Global effects of the Haitian Slave rebellion

Key Words: global effects, Haiti, France, Britain, Spain, Louisiana Purchase

Grade Level: Sixth Grade

Time Allotted: One 60-minute class period

Lesson Overview	Students will have a laptop and will view a Google Earth file with primary sources. Students will take notes on the primary sources and will be discovering the global effects felt by the Haitian Slave rebellion. Students will choose a RAFT product to complete and write a response on the impact of the Haitian Slave rebellion on the purchase of Louisiana.
Guiding Question(s)	Question A: What were the global effects of the Haitian slave rebellion? Question B: How did the Haitian slave rebellion affect the purchase of Louisiana?

Learning Objectives:

1. The student will be able to demonstrate understanding of the global impact of the Haitian slave rebellion.
2. The student will be able to demonstrate an understanding of the relationship between the Haitian slave rebellion and the Louisiana Purchase.

Standards of Learning

U.S. 1.1 The student will demonstrate responsible citizenship and develop skills for historical and geographical analysis, including the ability to

- identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865
- interpret ideas and events from different historical perspectives

U.S. 1.8a The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California.

OAH Historical Skills Taught:

Historical Analysis and Interpretation:

Students will read and interpret primary sources from varied perspectives (French, American, and Haitian). They will use these sources to describe the global effects of the Haitian slave rebellion.

Assessment Tool(s): Students will be provided with a list of RAFT activities and a grading rubric. Students will be asked to identify the effects of the Haitian slave rebellion from one of the following perspectives: Haitian, American, or French. Students will be asked to write a response on the impact of the Haitian Slave rebellion on the purchase of Louisiana.

Materials/Resources:

- Lesson plan
- Google Earth file including the following sources:

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- Source A: Thomas Jefferson letter
- Source B: Louisiana Slave Revolt: On to Orleans
- Source C: LeClerc Letter
- Source D: Louisiana Purchase
- Source E: Treaty of Ildefonso
- Source F: Toussaint L’ouverture picture
- Source G: Slave Rebellion image from St.Domingue
- Source H: World Map 1796 (use for starter discussion)
- Google Earth note recording sheet
- RAFT Activities
- RAFT Rubric

Modifications/Extensions:

- Work through the Google Earth file activity as a whole class while visiting each country to find the effects of the rebellion.
- Give students other choices for assessment or options to work with a partner for the RAFT assessment.
- Students could create a virtual museum of what they learned using (<http://christykeeler.com/EducationalVirtualMuseums.html>).
- Students could create a podcast about all they have discovered with the Haitian Slave rebellion.
- Alter requirements for RAFT activities to increase or decrease rigor.

Instructional Procedures/Process:

1. Starter: Project the World Map from 1796. Ask students to respond to the following questions:
 - a. What do you see on the map?
 - b. From our previous discussion, what was happening on the small island of Haiti in the 1790s?
 - c. What do you think the French thought about this situation?
 - d. What do you think the Americans thought about this situation?
 - e. What do you think the British and the Spanish thought about this situation?
 - f. What do you think the Haitians thought about this situation?
2. Explain to students that today we will view primary sources and images from each of these places to find out the answers to these questions.
3. Activity:
 - a. Pair students up and give each pair a laptop. Students will need the Google Earth note-recording sheet.
 - b. Explain to students that today they will be using a Google Earth file with sources and images that are connected to several countries. Through this activity, students will be able to see varying perspectives on the global effects of the rebellion.
 - c. Students may need some instruction in working with Google Earth. Ask students to open the file in Google Earth.
 - i. Show students the yellow place markers on the map in the following countries (Haiti, United States, Spain, and France).
 - ii. Explain to students that they will be clicking on the yellow place marker to view the document or image. The document link within the place marker will give students more background to the specific document or image.
 - iii. Each country has several place markers. Students should view each of the place markers and record their observations and their answers on their note-taking sheet.
 - iv. Give students about 15 minutes to complete this section of the lesson.
 - d. Activity closure:
 - i. Ask students to wrap-up their work on the Google Earth file.

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- ii. Using the note-taking sheet, go through each of the documents and ask students to explain what they found and why they think each document was important. As you work through the note-taking sheet, project each document/image/treaty on the SMART Board.
- iii. Finish the Google Earth file discussion with the Louisiana Purchase. Ask the following questions:
 1. Why was the Louisiana Territory important to France? (*Maintain control of a large piece of land, maintain control of the Mississippi River and the port of New Orleans, ability to trade and maintain New France, trade the raw materials produced in the colony of St. Domingue in New France and the United States*)
 2. Why would the Louisiana Territory have been important to the United States? (*Doubled the size of our country, gained access to the port of New Orleans, expansion of trade and resources, in 1803 the United States purchased the Louisiana Territory from France for \$15 million.*)
 3. What does the selling of Louisiana to the United States mean for France? (*Loss of land and resources, loss of access to port of New Orleans, and the end of the New France colony within the New World*)
- iv. Return to the guiding questions for this lesson. Ask students the following questions:
 1. What were the global effects of the Haitian Slave Rebellion? (**France:** *Loss of land, resources, port of New Orleans, and control of the Mississippi River; United States:* *gained Louisiana Territory, gained port of New Orleans, expansion of trade; Haiti:* *gained independence from France, recognition for first successful slave rebellion; Spain:* *some loss of land through Treaty of San Ildefonso, maintain land in the southwest*).
 2. How did the Haitian Slave Rebellion affect the purchase of Louisiana? (*France lost control of Saint Domingue, their richest colony, with numerous resources. Napoleon saw no need to keep the land in North America, because he no longer had the resources from Saint Domingue to trade.*)
- v. Explain to students that today they will be completing a RAFT activity to show what they have learned.

Closure:

1. Students will have a two-part assessment to complete. Students will have a choice of RAFT activities from the following perspectives: Haitian, French, and American.
2. Explain to students that the term RAFT stands for the following:
 - a. R-role
 - b. A-audience
 - c. F-format
 - d. T-topic
3. Give students the list of RAFT choices. Explain each option to students.
4. Give students the RAFT grading rubric. Explain to students that they will be graded on the following criteria: content, supporting details, perspective, mechanics (grammar, usage, and spelling).
5. The second part to the assessment requires all students to respond to the following question: *How did the Haitian Slave rebellion impact the purchase of Louisiana?*